



Pestalozzi

Training Resources

Education for Linguistic and Cultural Diversity (DlV) From home to country

by

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The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Theme: Sharing existing cultural and linguistic values; increasing motivation to benefit from diversity

Expected outcome

- to benefit from cultural and social diversity in the classroom and school
- to help teachers create an atmosphere of belonging by sharing different cultural values
- to learn new ways of cooperation among students with different cultural and linguistic backgrounds
- to develop speaking, listening and writing skills in a foreign language

Target group

Type of training	School level	Subject area
Pre- service and in-service teacher training	Secondary level	Foreign or second languages

Brief description of the unit

The main aim of this workshop is to help teachers promote cooperation and share values. During this workshop trainees will try out and reflect on activities that they can later use with their classes. Trainees go through all the stages of a pyramid discussion – from individual level to small group work and finally to a whole class discussion. Every trainee will have the opportunity to express his or her individual point of view and later compare it with the others' opinions. At the same time they will compare their cultures based on their personal experience and create conditions for intercultural cooperation and the sharing of values. They will develop their critical thinking by evaluating processes in society and finding ways of overcoming negative tendencies and obstacles. While drawing their dream houses trainees should evaluate their cultural background – the traditions, values, and beliefs that they grew up with. After making comparisons within their group, they will have to come to the conclusion how other cultures could benefit from their experience and how their culture could benefit from other cultures. While evaluating differences and similarities in their own cultures, trainees will contribute to the process of creating common values without losing their individual identity.

Methods/techniques used

Pyramid discussion based on individual and group drawings and discussions to reach consensus.

Time 170 minutes

Activity 1: Drawing the dream house	▶ 20 minutes
Activity 2: Comparing the houses	▶ 20 minutes
Activity 3: Dream town	▶ 60 minutes
Activity 4: Presentations	▶ 20 minutes
Activity 5: Dream country	▶ 30 minutes
Activity 6: Name the country	▶ 20 minutes

Tips to trainers on the overall unit

- When facilitating this workshop, you have to act as an organizer but you also have to be ready to react to interpretations and evaluative comments on the spot.
- Be prepared to encourage trainees to use their personal experiences to explore and understand their cultural richness and to share that with other trainees.
- Encourage trainees to find similarities and differences without evaluating traditions, values and beliefs as good or bad.
- In the debriefing session after each stage it is essential to discuss trainees' anticipated worries and difficulties as they reflect on the implementation of the activities in their own classrooms.



20 minutes

Activity 1 Drawing the dream house

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ to make participants think about the values and traditions they have in their homes and that they would like to keep in their dream house ➤ to develop their critical thinking while evaluating their own homes ➤ to promote using fiction-tools to talk about their problems ➤ to develop their creative skills while drawing their dream homes 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A4 sheets, coloured pencils, scissors 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Paper, coloured pencils and scissors are put on the teacher's table, and trainees can go and take what they need. 	
<p>▶ Grouping:</p> <ul style="list-style-type: none"> ➤ Individual work 	
<p>▶ Procedures:</p> <ol style="list-style-type: none"> 1. Ask trainees to draw their dream house from the outside (only the house without surroundings) 2. Give trainees the questions (Handout 1) and ask them to think about their answers while drawing the house. 3. Trainees should cut out their houses. 	
<p>▶ Handout 1: Think about and be ready to discuss the following questions:</p> <ol style="list-style-type: none"> 1. Describe your dream house. 	

<ol style="list-style-type: none"> 2. What could be your favourite place in your home? Could you describe your feelings in that spot? When would you like to stay there? 3. Would you like to observe any traditions in your dream house? If yes - what traditions would you like to observe? If no - why? 4. Would you like to invite guests to your house? How would you entertain them? Which rooms would you show to your guests? 5. Would you like to have any rules in your home? If yes - what rules would you like to follow in your home? If no - why? 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Make sure that trainees' personal experience helps them understand their cultural richness. ➤ Encourage critical thinking. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How does the use of students' personal experience develop their understanding of their own culture? ➤ How could teachers encourage students to use their personal experience? ➤ How could this activity help to develop students' critical thinking? ➤ How could teachers encourage male students to talk about their feelings? Is it necessary to make special efforts with male students at all? 	

Activity 2 Comparing houses



20 minutes

<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ to find differences and similarities (in the appearance of houses as well as in entertainment, feelings, traditions, rules at home, languages) ➤ to learn that people of different cultures may have many things in common ➤ to develop speaking and listening skills 	<p style="text-align: center; color: purple;">Notes</p>
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<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Dream houses designed by the trainees ➤ Handout 1 – questions about dream houses 										
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Trainees work in pairs at their desks in the classroom. 										
<p>▶ Grouping:</p> <ul style="list-style-type: none"> ➤ Pair work 										
<p>▶ Procedures:</p> <ol style="list-style-type: none"> 1 Ask trainees to stand in one line – the person who lives furthest from school should be the first; the person who lives closest to school should be the last one; then pair trainees with the person who comes right next to them in the line. 2 Ask them to compare their houses and discuss the questions (Handout 1) and find similarities and differences (Handout 2). 										
<p>▶ Handout 1:</p> <table border="1" data-bbox="360 970 1576 1281"> <thead> <tr> <th data-bbox="360 970 685 1010">Criteria</th> <th data-bbox="685 970 1131 1010">Trainee A</th> <th data-bbox="1131 970 1576 1010">Trainee B</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 1010 685 1134">The house from outside</td> <td data-bbox="685 1010 1131 1134"></td> <td data-bbox="1131 1010 1576 1134"></td> </tr> <tr> <td data-bbox="360 1134 685 1281">Favourite place at home</td> <td data-bbox="685 1134 1131 1281"></td> <td data-bbox="1131 1134 1576 1281"></td> </tr> </tbody> </table>	Criteria	Trainee A	Trainee B	The house from outside			Favourite place at home			
Criteria	Trainee A	Trainee B								
The house from outside										
Favourite place at home										

<p>Traditions at home</p>			
<p>Guests at your house</p>			
<p>Rules in your home</p>			
<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➢ Encourage trainees to find similarities and differences and not what is good/bad. ➢ Help trainees learn from and about each other while sharing their thoughts. 			
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ What can you do if students concentrate on what is good/bad instead of objectively talking about similarities and differences in their dream houses? 			

Activity 3 Dream town



	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ to promote cooperation skills ➤ to develop speaking and listening skills ➤ to develop creativity ➤ to develop critical thinking 	
<p>► Grouping:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A2 sheets, coloured pencils, markers, glue ➤ Dream houses designed by the trainees ➤ Plans of the towns – cut into 3 pieces (for dividing into groups) 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Trainees work in groups of 6 around large tables or desks pushed together to ensure that they have enough comfortable space to draw their dream town. 	
<p>► Procedures:</p> <ol style="list-style-type: none"> 1. Put trainees into groups of 6 by giving each pair one third of the town plan, they have to find the two remaining pieces and form a group. 2. Trainees should discuss how they allocate the following roles in their group – organizer (group leader), secretary, graphic artist, time-keeper. 3. On the basis of Handout 3, trainees should discuss what their dream town will be like. 4. Trainees should draw their dream town and glue their houses onto the poster. 5. Trainees should name their town. 	

► Handout 3:

Before drawing your dream town, decide what will make your town people friendly and secure.

1. Draw the streets in your town and name them (give reasons why);
2. Draw the institutions in your town and discuss why people need them;
3. Discuss entertainment possibilities in your town and discuss why you need them and what atmosphere you would like to create there;
4. Decide upon traditions/festivals in your town and what atmosphere you would like to have there;
5. Discuss the rules that should be followed in your town and why you need them.

► Tips to trainers:

- Make sure that trainees discuss all the questions and do not only come up with quick answers and facts about a dream civilization but go deeper, justifying and evaluating their decisions (they should not only talk about the tip of the Cultural Iceberg).
- Be tactful but help to ensure that critical and creative thinking improve the relationships among people of different cultural backgrounds in the groups.

► Debriefing/reflecting:

- How could students be encouraged to speak not only about facts but also about values, emotions, attitudes, etc.?
- How can critical and creative thinking help to overcome stereotypes of different cultures?

Activity 4 Presentation



	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to develop presentation skills ➢ to develop listening skills ➢ to develop analytical thinking 	
<p>▶ Grouping:</p> <ul style="list-style-type: none"> ➢ Whole class 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A2 posters made by trainees 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Enough space is needed on the walls to display the posters. Desks and chairs should be arranged so that everyone can see and hear the presentation. 	
<p>▶ Procedures:</p> <ul style="list-style-type: none"> ➢ Groups should present their towns and put the posters on the wall – 4 minutes for each group 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➢ Encourage trainees to give reasons why they have decided to plan their town the way they have. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ How can we encourage students with different cultural backgrounds to break stereotypes, accept other viewpoints and come to a joint decision? What roles does a teacher have in this process? 	



30 minutes

Activity 5 Dream country

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to promote cooperative skills ➢ to develop speaking, listening and writing skills ➢ to develop self-expression and improve communication and argumentation skills 	
<p>▶ Grouping:</p> <ul style="list-style-type: none"> ➢ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A2 sheets, markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ You need enough space for the participants to re-group and move around. 	
<p>▶ Procedures:</p> <ol style="list-style-type: none"> 1. Trainees are re-grouped to work with different partners in this activity. (One way of regrouping could be to ask trainees to stand in the same groups as in the previous activity; in their group they have to assign numbers from 1 to 5 or 6 to every member; then they form new groups – all the “ones” and “twos” form one group and join; all the “threes” and “fours” form the second group and all “fives” and “sixes” form the third group. 2. Every group receives an individual task: <ul style="list-style-type: none"> 1st group - trainees should write down the rules of their dream country, 2nd group – trainees should write about the traditions/festivals in their dream country, 3rd group – students should write a leaflet to the visitors of their country 	

<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Remind trainees to use the ideas from the previous activities. ➤ Encourage trainees to take into account every point of view. ➤ Make sure trainees understand that they need to reach an agreement. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How can the teacher ensure that students come to a common agreement about traditions, rules, places of interest, etc.? 	

Activity 6 Name that country



	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ to develop presentation skills ➤ to develop cooperative skills ➤ to develop appropriate and sensitive attitudes towards diversity 	
<p>▶ Grouping:</p> <ul style="list-style-type: none"> ➤ The whole class is working together. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A2 sheets, markers 	
<p>▶ Procedures:</p> <ol style="list-style-type: none"> 1. The groups present the results of their discussions. 2. Brainstorming – trainees are asked to name the country: after a few minutes of brainstorming, they vote to choose a name for their country. 3. Write the name of the country on a piece of paper and put it on the wall 	

<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➢ Every trainee should be allowed to present his or her suggestion about the name of the country 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ What can the teacher do to encourage students to share their personal cultural experience with other students? ➢ How can the teacher ensure that everybody's voice is heard in the group discussion and negotiation process? 	

Evaluation and assessment

1. Evaluation questions for students. At the end of the workshop students should answer 3 questions:

	Notes
<p>1. What would be your favourite place in country? Why?</p>	
<p>2. What ideas of your individual dream house are used in the idea of the dream country?</p>	
<p>3. Write 3 adjectives how you felt while you were working together in groups</p>	

Their answers are put on three posters and could be followed by a discussion.

2. Evaluation questionnaire for trainees:

	Notes
1. What I most like about our project is	
2. What I least like about our project is	
3. I'm not quite sure about	
4. I found the following very useful and applicable in my classes	
5. I found the following surprising	
6. I used / didn't use my own experience to make the project more interesting because	
7. I'd like to ask if	

3. The trainees (and later their students) could evaluate this project work based on the main stages of intercultural competence.

Ask participants to tick the corresponding stage of the project:

No.	The stages of intercultural competence.	The project stages					
		1.	2.	3.	4.	5.	6.
1.	Monocultural approach “Everybody’s the same really.”						
2.	Recognition of differences “There’s something different about these people”.						
3.	Recognition of different types of culture “There are national and regional differences, and ...”						
4.	Realisation that most behavior is culturally conditioned “There is probably a reason for this”.						
5.	Recognition of possible dangers “This could cause problems”.						
6.	Beginning to work on the study of other cultures “There’s lot to find out.”						
7.	Developing an interest in other cultures “This isn’t as strange as I thought.”						
8.	Empathising “I see why they act like that.”						
9.	Trying different ways of doing things “This might work here.”						
10.	Learning by making mistakes “Oops, that was a bit of a disaster.”						
11.	Developing one’s own style “I am sure this should work well here.”						
12.	Becoming enthusiastic about cultural variety “What great potential!”						

Based on individual surveys the discussion could be organized around the following points:

- how the main stages of intercultural competence are reflected in this project work;
- how students overcome possible difficulties;
- how students use their personal experience to contribute to common work;
- how they use diversity to develop their intercultural competence;
- which stages of the project work well/not very well; why.

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